DOCUMENT RESUME

ED 155 988 HE 010 064

AUTHOR Mayer, Lynne S.
TITLE Joint Ventures: Marshall University, Ashland Oil, Inc., and Huntington Alloys, Inc., 1977-78.
INSTITUTION Marshall Univ., Huntington, W. Va.
PUB DATE 78
NOTE 60p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Administrative Organization; Career Planning; *Cooperative Programs; Higher Education; Industry; *Interinstitutional Cooperation; *Management; Marketing; Professional Education; *Recruitment; *School Industry Relationship; *Seminars
IDENTIFIERS *Marshall University WV

ABSTRACT

Two retreat seminars were held between Marshall University and Ashland Oil, Inc. of Ashland, Kentucky and Marshall University and Huntington Alloy, Inc., of Huntington, West Virginia during 1977-78 to identify key problems of mutual concern and prepare a set of recommendations for consideration by the management of both institutions. This report provides a chronology of activities, project summaries, and final recommendations of both Joint Ventures groups, the joint summary of recommendations for Marshall University, implementation of recommendations, and the proposals for the Center for Regional Progress and the Institute for the Arts. (SPG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED155988

Joint Ventures

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Marshall Univ.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM"

MARSHALL UNIVERSITY

ASHLAND OIL, INC.

HUNTINGTON ALLOYS, INC.

1977-1978

HE 010064

JOINT VENTURES

MARSHALL UNIVERSITY, ASHLAND OIL, INC., AND HUNTINGTON ALLOYS, INC.

1977 – 1978

Robert B. Hayes, President

Marshall University

Huntington, West Virginia

prepared by

Lynne S. Mayer

Administrative Assistant

Office of the President

TABLE OF CONTENTS

	Page
INTRODUCTION	1
Chronology	2
I. PROJECT SUMMARY: Marshall University and Ashland Oil, Inc.	4
Final Recommendations	8
II. PROJECT SUMMARY: Marshall University and Huntington Alloys, Inc.	17
Final Recommendations	21
RECOMMENDATIONS FOR MARSHALL UNIVERSITY: SUMMARY REPORT	35
IMPLEMENTATION OF RECOMMENDATIONS	39
DRAFT PROPOSALS	
Center for Regional Progress	43
Institute for the Arts	50

INTRODUCTION

This report summarizes two similar but parallel projects that took place during 1977-1978 between Marshall University and two major corporations in our region — Ashland Oil, Inc., of Ashland, Kentucky and Huntington Alloys, Inc., of Huntington, West Virginia.

The idea of Joint Ventures was introduced to the University during the 1976 Annual Meeting of the American Association of State Colleges and Universities (November 10-13, 1976). At this time Don Honicky, Manager of College Relations at AT&T, described a model for corporate/college relations. This project was a retreat seminar involving six University faculty members from a variety of disciplines and six management people from industry. The purpose was to identify key problems of mutual concern and then, working together, prepare a set of recommendations for consideration by the management of both institutions.

In July, 1977, Dr. Hayes invited Don Honicky and Tom Kelley[1] to Marshall University to discuss the Joint Ventures concept with top management from Ashland Oil, Inc., and Huntington Alloys, Inc. At this time, Dr. Hayes stressed the importance of community environment of our region — access to higher education, cultural opportunities, medical services and housing.

Both corporations voiced enthusiasm for the proposed mutual project and planning sessions began. Two retreats took place in the Fall of 1977 at Cedar Lakes near Ripley, West Virginia. Each group included six University faculty, six middle-management persons from the corporations, and a group leader also from the corporation.

Following are a chronology of activities; project summaries and final recommendations of both Joint Ventures groups; the joint summary of recommendations for Marshall University; implementation of recommendations; and the proposals for the Center for Regional Progress and the Institute for the Arts.

---

[1]Coordinator, Council on Corporate/College Communications, American Association of State Colleges and Universities.

CHRONOLOGY OF JOINT VENTURES

MARSHALL UNIVERSITY, ASHLAND OIL, INC., AND HUNTINGTON ALLOYS, INC.

July 27, 1977	Dinner at Marshall University. Program by T. Kelly and D. Honicky to top management of Ashland Oil, Huntington Alloys and Marshall University.
July 28, 1977	Planning session with Kelly, Honicky, and personnel directors from Marshall University, Ashland Oil, and Huntington Alloys. Agreed on general format of group projects to take place in the Fall of 1977.
August 31 and September 1, 1977	Kelly and Honicky at Marshall University to meet with G. Wilson and R. Stein (group leaders from the two industries) to plan Joint Ventures.
October 30 — November 1, 1977	Joint Venture with Huntington Alloys at Cedar Lakes. Dr. Hayes and R. Simmons attended Sunday evening meal.
November 6-8, 1977	Joint Venture with Ashland Oil at Cedar Lakes. Dr. Hayes and Joe Farmer (V.P.) attended Sunday evening meal.
December 13, 1977	Company-sponsored luncheon of Huntington Alloys/ Marshall University group. Presentation to presidents.
January 30, 1978	Huntington Alloys/Marshall University group. Presentation to Marshall University administrative staff.
February 3, 1978	Company-sponsored luncheon of Ashland Oil/Marshall University group. Presentation to top management of Ashland Oil and Marshall University.

Chronology (continued)

February 22, 1978	Deans meeting called by Marshall University Academic Affairs Vice President Richards. Presentation by faculty members of both Joint Ventures groups.
March 31, 1978	Richards met with Joint Ventures Subcommittee (6 of the 12 faculty) and deans. Faculty decided to write summary combining recommendations.
April 14, 1978	Richards met with subcommittee, to discuss their potential role with Center for Regional Progress (CRP).
May 9, 1978	Richards met with subcommittee and corporation representatives from the Joint Ventures groups to discuss CRP planning and funding. Luncheon at University also included Dr. Hayes and other top University administrators.

I. PROJECT SUMMARY

JOINT VENTURE
MARSHALL UNIVERSITY AND ASHLAND OIL, INC.
November 6-8, 1977

1. Chief Executives of Sponsoring Organizations

Dr. Robert B. Hayes, President
Marshall University
Huntington, West Virginia 25701

Mr. Orin E. Atkins
Chairman and Chief Executive Officer
Ashland Oil, Inc.
Post Office Box 391
Ashland, Kentucky 41101

2. Group Leader

Mr. Roy F. Stein
Manager of Training and Development
Personnel Department
Ashland Oil, Inc.
Post Office Box 391
Ashland, Kentucky 41101

3. Individual Participants

Ashland Oil, Inc.:

Paul D. Queer	Communications Department
Robert W. Bee[illegible]s, Jr.	C S & S
John D. Steinbach	Pipeline
Kay Coleman	Personnel
Carl E. Frey, III	Valvoline
Dean O. Whitehead	PAD

Marshall University:

George T. Arnold, Jr.	Journalism
Dr. Elaine Baker	Psychology
Dr. Carl S. Johnson	Curriculum and Foundations
Dr. David Cusick	Mathematics
Dr. Troy M. Stewart, Jr.	Political Science
Dr. Joseph M. Stone	Finance and Business Law

4. Meeting Dates and Locations

a.	November 6– 8, 1977	Cedar Lakes, near Ripley, W. Va.
b.	January 30, 1978	Marshall University, Huntington, W. Va. Practice session of presentations.
c.	February 3, 1978	Ramada Inn, South Point, Ohio. Company sponsored luncheon and presentations to top level executives of Ashland Oil and Marshall University.

5. Similar Characteristics

Communications problems
Diverse
Regional

6. University Concerns

Financial
Attracting students
Declining academic aptitudes
Trade school mentality (students-employers)
Public image
Faculty recruitment
Faculty retention
Inbreeding
Support systems (computer et al)
Demands on time
Support for research
Salary
Positive reinforcement
Faculty enrichment
Interdisciplinary interaction
Negativism
STUDENTS!

7. Corporate Concerns

Recruiting and retention
Quality of life
Mobility
Work-ethic – Saturdays

Morale (individual and family)
Affirmative Action
Government regulations
Narrow career development
Communication – vertical and lateral
Oil industry and big business image
Narrow perspective (inbreeding, parochial, regional)
Perceived staff-line balance

8. Mutual Concerns

Image
Recruiting and retention
Career Development/Faculty Enrichment
Inbreeding

9. Three Major Problem Areas

a. Recruit and retain professionals.

b. Professional/career development opportunities need to be expanded.

c. Continually identifying, developing, and implementing those programs in which corporate and university resources may better fulfill needs of each other.

10. Second Meeting

Practice session of presentations of final recommendations.

11. Final Recommendations

See pages 8-15.

12. Implementation of Recommendations

See pages 39-42.

13. Comments and Suggestions

Critique and Evaluation of Initial Session:

Wanted more advance detail of agenda
Spontaneity might have been advantage
Opportunity of getting to know each other

Want to reserve judgment until after presentations to see results (if any)
May have started but not sure if we've solved problems
Idea behind getting together is good
Taking advantage of (community) mutual resources
Good to get away from forest
Good exchange
- better balance
- made effort to provide input
- good listening
- not afraid to say something
- didn't feel peer pressure - good

Unstructured format good
Expected more competetiveness
Extremely cooperative
Next time meet at Greenbrier
Don't run out of ice
Very revealing
Overwhelmed with regional negative reaction
I talked too much - should listen a little more.
Same group meet together in year. Did we accomplish anything?
ENJOYED IT!

Taken from remarks by Orin E. Atkins, Chief Executive of Ashland Oil, to Huntington Area Chamber of Commerce on February 8, 1978:

> Recently Ashland Oil and INCO tried what might be termed an experimental program. We asked a team of our executives to meet with a group of Marshall professors. They spent a weekend together and discussed the type of problems that we both have in common. These problems included the attraction of competent new personnel and the retention of their services once we secure their employment.
>
> Speaking for Ashland Oil, the results were extremely beneficial and constructive. As I remarked to our vice-chairman, William R. Seaton, I am sure we got a lot more out of the meeting than did Marshall. Marshall could well serve as a focal point for our activities in community improvement.

Also, see letter from Nelson Browning (of Ashland Oil, Inc.) to Dr. Richards, page 16.

GROUP I

MARSHALL/ASHLAND SYMPOSIUM

Summary of Recruiting and Retainment Portion

Findings - Ashland Oil

1. Recruiting is becoming increasingly difficult.
2. Our employee turnover is much higher than the national average.
3. Terminating employees give loneliness and a lack of recreational facilities as important reasons for leaving.
4. An expanded relocation program would get new employees off to a good start and create a better first impression.
5. A recreational center should be built to provide needed facilities including food service.
6. Implementation of these recommendations may show a significant return on investment by reducing employee turnover and helping recruitment.

Recommendations - Marshall University

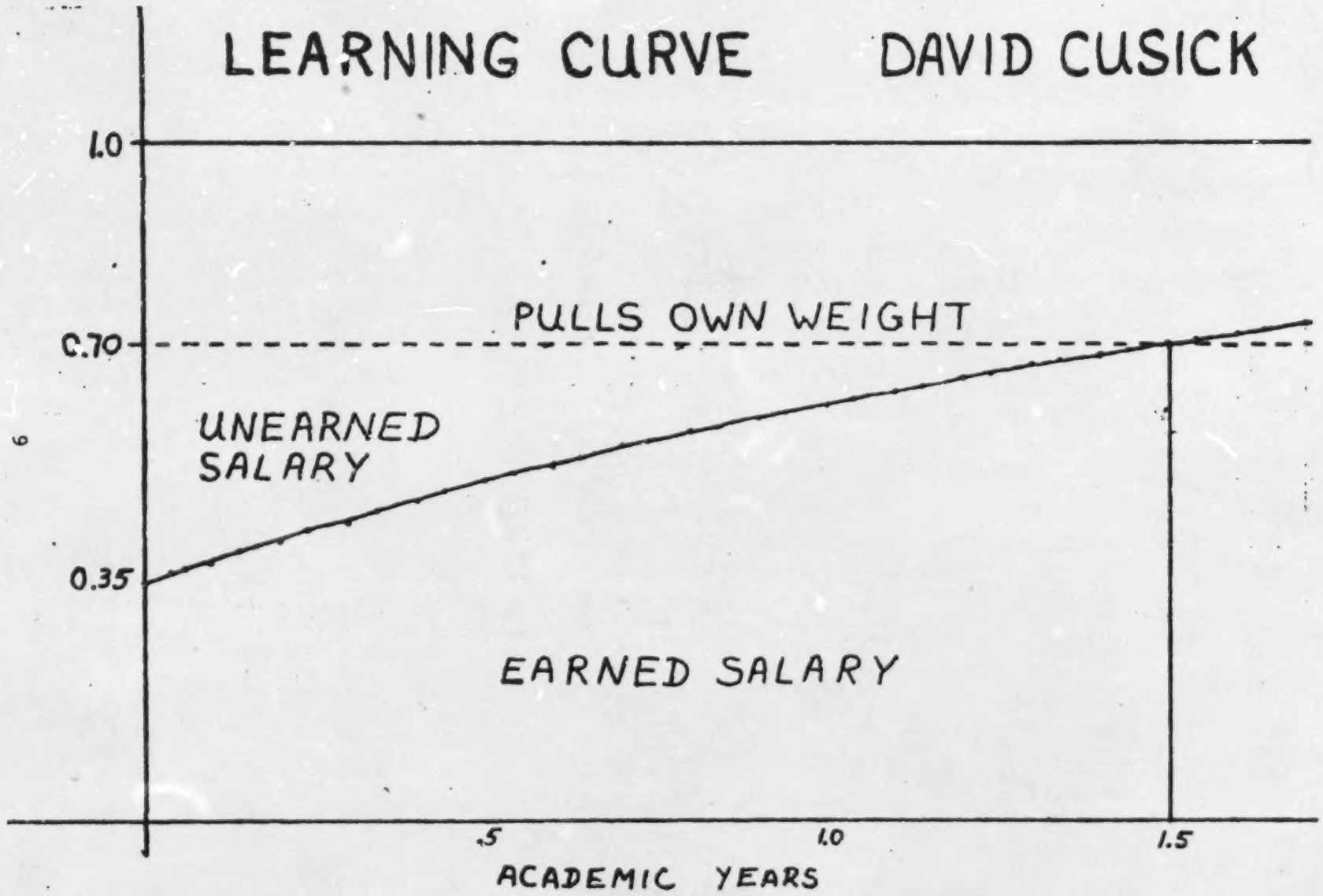
1. Improved personnel record keeping to obtain information pertinent to recruiting and retaining.
2. Actively participate in the development of cultural and social activities in the Tri-State Region.
3. Develop or encourage lobbying pressures.
4. Sell the region more effectively to newcomers.
5. Earlier recruiting of professionals with appropriate terminal degrees.
6. Increased recognition of personnel accomplishments. Administration and department chairs should consider attending personnel management workshops.
7. Attract increasing numbers of academically superior students.

Kay Coleman

Dean Whitehead

Elaine Baker

David Cusick


LEARNING CURVE
DAVID CUSICK
1.0
0.70
PULLS OWN WEIGHT
UNEARNED SALARY
0.35
EARNED SALARY
.5
1.0
1.5
ACADEMIC YEARS

GROUP II

THE MARSHALL-ASHLAND RESEARCH SYMPOSIUM

Statement of Problem: Career Development Opportunities Need To Be Expanded

Summary

In our deliberations to select problems that are common to both Marshall University and Ashland Oil, the need for additional opportunities for professional/career development was prominent. This desire was confirmed in discussions with our colleagues after we returned from Cedar Lakes. Of the numerous concerns that contributed to the development of our group's topic, two appear to be dominant. One is the anxiety over the ever increasing threat of professional obsolescence. The other is the lack of an orderly program providing the variety of experiences necessary, not only to qualify one for advancement, but also to enable one to handle new responsibilities competently when promoted.

The rapid expansion of knowledge and amazing advances in technology make it imperative that the educational process not end with the graduation ceremony. However, the individual--no matter how eager or conscientious--does not have the resources to maintain a truly effective program of continuing education. The situation is particularly critical due to the relative isolation of the Tri-State area. This factor alone limits the normal opportunities the ambitious and aggressive person would have in a more metropolitan location to associate with contemporaries and exchange knowledge and ideas.

Professional and career development have somewhat dissimilar meanings for Ashland Oil and Marshall University employees. Advancement within Ashland Oil is, for the most part, considered a vertical progression up the executive ladder of authority and responbility. For many Marshall teaching personnel, development takes a more horizontal path. Although concerned with promotion within the teaching ranks, many educators emphasize instead a more pressing need to expand their knowledge of their subjects, in particular, and the process of education in general.

We were all quick to recognize that both Marshall and Ashland are truly concerned about their people; we are also cognizant of the commitment both organizations have made to career/professional development. Nevertheless, it is the consensus of this group and of our associates that an additional commitment is both necessary and appropriate.

Since the basic purposes of our two organizations are vastly different, it should not be surprising that the proposed solutions to our problem are unique.

Marshall University already has a number of good programs contributing to professional and career development. The problem we are talking about is enough time and money to expand these programs of scholarly exchange to

the point where they would be more effective. The sabbatical and leaves of absence programs should be given greater support. General research support could be given assistance not only with funds, but also by aid in computer, mailing, and secretarial services. Professional meeting and workshop program attendance and sponsorship could be a relatively inexpensive way to promote the continued search for knowledge. Lastly, university encouragement and assistance in support of grant pursuit can be of significant help to the time-pressed educator.

While Ashland offers its professionals many courses to improve their management skills, two other areas need immediate attention: skills or technical training and career planning and counseling. In-house courses can and should be developed where the expenses would be justified. For instance, although a full 7% of exempt personnel are engaged in sales activities, no sales training program is in place at AOI. The financial and accounting area has no formal training program, yet there is a continuing need for our accountants to keep abreast of current developments in accounting theory and practice.

One of Ashland's greatest opportunities to improve its career/professional development program is in the area of career planning and counseling. While we suggest that qualified experts review our needs and establish a formal career planning program, consideration should be given to a management training program, planned job rotation, and a tie-in between organizational planning and career planning. Above all, Ashland needs to strengthen its career counseling. A formal career counseling progam would make certain that professional employees would get regular and consistent advice on how to set career objectives and how best to achieve them. These programs would be a visible demonstration that we are a company that is truly concerned about the individual and his growth.

The dynamics and rapidity of change in both business and the academic disciplines require an ever increasing pursuit of knowledge merely to remain current; professional obsolescence poses a growing threat to the competent professional. He must be properly prepared to meet the new and varied challenges which threaten to confront him in the future.

The expanded commitment we ask for will undoubtedly result in improved performance, increased motivation and loyalty of our managers and educators, and consequently an enriched university and stronger company. While it will be difficult to quantitatively measure the fruits of the adoption of these solutions, these actions will not only strengthen our organizations but will also contribute to the remedy of the number one problem, that of recruitment and retention of qualified professionals to the Tri-State Area.

George T. Arnold, Jr.

Troy M. Stewart, Jr.

Robert W. Beers, Jr.

Carl F. Frey, III

GROUP III

MARSHALL-ASHLAND SYMPOSIUM

At the Cedar Lakes portion of the Marshall-Ashland Oil Symposium, there were many problems defined — some of which were common to Marshall and Ashland Oil. The majority of these problems seem to center around the Tri-State Area and the quality of life in the area. After much discussion concerning all the problems, three of the problems which we thought were important and solvable, were considered in some detail by the various groups.

Our group consisted of Jon Steinbach (who was not able to be with us today) and Paul Queen both of Ashland Oil, and Joe Stone and myself, Carl Johnson, of Marshall University.

Ashland Oil, Inc., is a people-oriented company relying on professionals to coordinate and direct its many diverse entities. It is also a profit-producing company with profits being obtained primarily as a result of these competent professionals directing the activities of others. Marshall University is in the business of training this type professional; and to a more limited degree of helping in their continued development. In the opinion of our group, there appear to be areas in which both can benefit from a cooperative effort or program and offer a partial solution to some of the problems brought out at the conference.

At this point, perhaps it would be helpful to offer a Statement of the Problem:

> A problem exists in identifying, developing and implementing those programs in which the resources of Ashland Oil, Inc., and Marshall University may better fulfill the needs of each other.

There appear to be many potential benefits to Ashland Oil by a cooperative program involving Marshall University. Perhaps one of the most important is the improvement of the quality of employees with quality being defined in this case as "practical" knowledge and being able to apply one's knowledge to his given area. Cooperative programs have a tendency to make this knowledge immediately useful to both the company and the employee and to the betterment of both. A second area lies in the ability of the employees and their spouses to continue their education. This would appear to be extremely beneficial to both the employee and to Ashland Oil. A third area would be the providing of additional opportunities for family members to take enrichment courses and pursue degrees. One particular area of concern among employees is the continuing education of spouses. Via extension courses offered by Marshall to Ashland employees and their spouses, there would appear to be an opportunity to enrich both the

employee and the spouse. These extension courses would be intended and geared primarily to the spouses and their needs. Not only would these be degree oriented type extension courses but also subject oriented. Still another benefit to Ashland Oil would be that such a program would provide Ashland with a consortium of resource people and information sources. The amount of knowledge available to Ashland via Marshall would appear to be dramatically increased. Following on, there would also appear to be a benefit to Ashland in that it would generally have a positive effect towards the improving of the quality of life in the Tri-State Area. Still another is that it would appear to be a tremendous aid and assist in recruiting and retaining professional employees. Under even more careful analysis, I am sure this list of potential benefits to Ashland could be expanded upon tremendously.

In our group discussions, we arrived at several programs that would appear to accomplish some of the objectives of both Ashland and Marshall. The first of these would be a student co-op program. Presently, Ashland's co-op program is primarily centered on the education of engineers. It is felt that there are potential benefits to both if this could be expanded on a formal basis to include accounting type functions, treasurer type functions, and other staff business type functions within Ashland Oil. This offers tremednous opportunities in the group's mind in that it prepares a student for working in the business arena versus the somewhat isolated bubble of an educational institution. It provides the student with practical knowledge and affords the student the opportunity to apply his skills that he is learning in his educational process. In addition, the student becomes immediately useful to an employer and more or less avoids any training program that may be required to orient him to day-to-day type operational work.

A second program which was thought to be very desirable was a faculty type co-op program or sabbatical. Some of the same reasoning applies here as to the student co-op program in that it gives a more practical knowledge to the faculty of what happens in business. In addition, Ashland is afforded the vast knowledge of these instructors during their sabbatical period.

Another potential area or program which should be considered is the offering of extension courses in the Ashland area by Marshall University. These would not only be degree oriented but would also be subject oriented. These type courses would appear to offer opportunities for Marshall to increase their financial base while for Ashland employees, it would increase their chances of becoming more qualified in the area of their expertise and offer their spouses the opportunity to secure a degree.

Still another program would involve the granting of research grants by Ashland to Marshall University. Due to Ashland's interest in coal and Marshall itself being located in a coal producing region, there would appear to be potential areas in this field where both could benefit.

Still another potential program which could be implemented would be employees participation in Marshall courses. This would involve some of Ashland's staff type personnel perhaps presenting certain courses to Marshall students or perhaps two or three sessions being conducted by Ashland Oil employees. This again would appear to increase the student's knowledge of business from a more practical standpoint, rather than a strictly educational point of view. There may also be some areas where Ashland could contract out work on a research, marketing research-type basis or some such work, which is normally done by consultants. This would also lie in the area of employee training and development. Ashland conducts many or offers many seminar-type classes involving management development, English courses through correspondence, and others which would appear to fit right into Marshall's program.

In the seminar discussions and the previous presentations, it was pointed out that Ashland Oil has a high turnover rate compared to the industry. This was primarily with people having a tenure of less than five years. Again, in the discussions, it was primarily felt that the quality of life in the Tri-State area was a major part of the reason for this higher turnover rate. Through programs such as those suggested here today, it is thought that this turn-over in personnel could be lowered which would result in a considerable savings for Ashland Oil, Inc.

Our discussion today dealt primarily with Marshall-Ashland Oil cooperative programs. However, these type programs should not be restricted to only Marshall and Ashland from either's point of view. Marshall should also diligently seek these type programs with other companies as well as Ashland attempting to coordinate such activities with other educational institutions. By Ashland doing such, it would tend to keep down the inbreeding of people from the Tri-State area which was also felt to be somewhat of a lesser problem. The aim of these programs would be both the betterment of Marshall University and the employees of Ashland Oil, Inc. However, it is hopeful that this will lead or spill over into areas which are not being directly considered and which might include the betterment of life within the Tri-State area.

What can be done about the problems considered today? Both institutions can exist on a status quo basis and continue their present course. However, a more viable solution would seem to be to develop cooperative programs between Ashland Oil and Marshall University since there appears to be tremendous opportunities for the improvement of each institution plus the improvement of the Tri-State area.

However, a more viable solution would seem to be to develop cooperative programs between Ashland Oil and Marshall University since there appears to be tremendous opportunities for the improvement of each institution plus the improvement of the Tri-State area.

Jon Steinbach

Paul Queen

February 3, 1978

Joe Stone

Carl Johnson

Pres. Hayes
Dr Jones
Dr Owen

Dean Anderson
Mrs Mayer
For File

5-12-78

For your information

ASHLAND OIL, INC. • POST OFFICE BOX 391 • ASHLAND, KENTUCKY • 41101 • PHONE (606) 329-3333

May 11, 1978

Dr. Noel J. Richards
VP for Academic Affairs
Marshall University
Huntington, West Virginia 25701

Dear Noel:

Thank you for being so nice to all of us (Kay Coleman, Dean Whitehead and Bob Beers). Your presentation and discussion leadership of the Center for Regional Progress was excellent, and we sincerely appreciated the opportunity to be a part of this joint venture.

We are very impressed with the five (5) major divisions of the Center and the enthusiastic manner in which the faculty members have organized and outlined this project. Ashland Oil, Inc., wants to become an integral part of this organization and all of the future activities.

It was nice seeing some of my former associates again and a pleasure to meet you. Please give my regards to President Hayes, Dean Sara Anderson, Dr. Olen Jones, Mr. Bernard Queen, Ms. Lynn Mayer, Mr. Peter Fyle and all of the other faculty members.

Looking forward to hearing from you and working together in the most worthy effort.

Sincerely,

Nelson K. Browning

Nelson K. Browning
Training & Development Specialist

NKB:hhl

II. PROJECT SUMMARY

JOINT VENTURE
MARSHALL UNIVERSITY AND HUNTINGTON ALLOYS, INC.
October 30 – November 1, 1977

1. Chief Executives of Sponsoring Organizations

Dr. Robert B. Hayes, President
Marshall University
Huntington, West Virginia 25701

Mr. R. W. Simmons, President
Huntington Alloys, Inc.
Huntington, West Virginia 25720

2. Group Leader

Mr. Gary E. Wilson
Supervisor, Personnel Development
Huntington Alloys, Inc.
Huntington, West Virginia 25720

3. Individual Participants

Huntington Alloys, Inc.:

Art Akers	Budgeting (Accounting)
Jim Judd	Production (Burnaugh, Ky. Plant)
Bill Mankins	Metallography
Bob Mauk	Manufacturing
Dan Rice	Market Development
Ruth Stout	Information Systems

Marshall University:

Dr. Bruce J. Ardinger	English
Dr. Michael E. Cerveris	Music
Dr. William N. Denman	Speech
Dr. Patricia A. Eisenman	Health, Phy. Ed., and Recreation
Richard P. Herden	Management
Dr. James E. Joy	Biological Sciences

4. Meeting Dates and Locations

a.	October 30 – November 1, 1977	Cedar Lakes, near Ripley, W. Va.
b.	December 6, 1977	Gateway Inn, Huntington, W. Va. Practice session of presentation of group recommendations.
c.	December 13, 1977	Gateway Inn, Huntington, W. Va. Presentation to presidents.

5. Similar Characteristics

Medium sized
Diverse
Traditional/conservative/resistant to change
Friendly
Defensive attitude/step-child

6. University Concerns

Accountability
Morale
Salary
Funding
Research Support
Governance – administration
  – decision making process
  – not enought faculty input
Student motivation
  – pre-college preparation
Lack of innovation
Departments competing (divisiveness)
Curricular
Lack of communication
Values - priorities
  – lack of input and communication
Lack of alumni support
Lack of community support
Demands of Legislature
Demands of Regents
Demands of Market
Demands of Tradition
Union (possibility)

7. Corporate Concerns

Competition — Survival
Morale
Salary
Funding (capital expenditures)
Research support
Lack of communication
Productivity (lack of)
— lack of measurement
Government intervention
Lack of concern for profit (costs)
Lack of awareness of market
Union adversary relationship
Poor interdepartment communication and cooperation

8. Mutual Concerns

Morale
Salary
Funding
Research support
Communications (vertical, horizontal, external)
Government intervention
Demands of a changing market
Lack of clarity of mission/accountability

9. Three Major Problem Areas

a. Define to all personnel the organization's mission and scope in light of the changing market and institute changes to compensate.

b. Improve internal communication and expand participation in decision making process.

c. Improve external communication (tell our story):

Marshall University:	Huntington Alloys, Inc:
(1) Government	(1) Government
(2) Community	(2) Community
(3) Students, alumni, employees	(3) Employees

10. Second Meeting

Prepare for presentation to Presidents.

11. Final Recommendations

See pages 21-33.

12. Implementation of Recommendations

See pages 39-42.

13. Comments and Suggestions

Gary Wilson, group leader:

> Before listing institution problems, develop a strength analysis for each institution. This would facilitate a better perspective and enable action ideas to build on strengths as well as address weaknesses. Our group felt this would also further encourage a constructive mode for the group.
>
> Shorten the time between the retreat and the presentation to the Presidents. Our group scheduled six weeks and the group consensus is that three would have been ample. This would allow two weeks for the subgroups to gather information and one week to meet to develop a presentation. "Strike when the anvil is hot" was the term used by our group.

Also see page 34, letter from Michael Cerveris to Dr. Hayes.

GROUP V

MARSHALL UNIVERSITY - HUNTINGTON ALLOYS, INC.

Problem Area I

Personnel unaware of or confused about the organization's mission and purposes as markets change.

Solutions

A. Define to all personnel the organization's mission, purposes, and scope in light of the changing markets.

B. Clarify policies and procedures.

C. Enlist faculty and staff recommendations and cooperation in implementing new programs.

Priority Areas of Clarification

A. Define to faculty the relationship between organizational growth and the quality of education.

   1. Should emphasis on FTE's necessarily reduce emphasis on experimental or innovative courses? Must all courses have as their goal the increase of FTE's? Are all courses and departments held equally accountable for generating FTE's? Are faculty and departments that offer small sections of courses on an overload or volunteer basis to be held accountable for generating FTE's?

   2. Since an increasing proportion of college students seems to be entering M.U. underprepared for college work, are the faculty to be held responsible or accountable for maintaining the same educational standards as in previous years, or is retention of these students considered a necessity to maintain positions?

   3. What are the faculty incentives for encouraging organizational growth?

   4. What are the faculty incentives for encouraging quality education?

B. Define the role of Marshall as an arts and cultural center.

   1. Should M.U. serve as the chief cultural resource for the Tri-State Region or for the Huntington community or for the Marshall community? Does it see its role as expanding or contracting in each of these areas?

2. In the arts, should M.U. serve primarily as a learning center or entertainment center in selecting performers and programs to present? Should it attempt to provide access to arts of an esoteric nature, or should it attempt to offer programs that are more widely known and have a popular appeal?

3. Should M.U. serve as a center and outlet for regional culture, or should it place greater stress on introducing this region to arts of a national and international scope?

C. Define the roles of teaching and research at Marshall.

1. Does M.U. see itself as developing into a limited research institution or as remaining a teaching institution?

2. If it sees itself as developing limited areas of research, what areas are most likely to receive encouragement or support to do so?

3. If it sees iteself as developing its research potential, what can M.U. do or what is it doing to encourage the B.O.R. and legislature to provide more research funds?

4. If it sees itself as a research institution, what are the faculty incentives to do research? What reward systems are in operation or planned?

5. If it sees itself as a teaching institution, what are the faculty incentives to teach well? What reward systems are in operation or planned?

D. Define the purpose of the Community College and its relation to Marshall University.

1. Are there plans to transfer any more M.U. faculty, departments, programs, or resources to the C.C.?

2. Is the C.C. to offer courses of programs that compete with M.U.'s present or future courses or programs?

3. Is there any faculty body overseeing the coordination of C.C. and M.U. programs? If not, are there any plans for such a body?

4. What are the official lines of communication and the lines of authority between the C.C. and M.U.? What is the present or planned relationship between the C.C. and M.U.'s Standing Committees?

5. How much further and in what areas is the C.C. to expand?

6. What is the relation between the C.C.'s and M.U.'s general studies courses? Are there any plans to utilize M.U. faculty in teaching these C.C. courses? Are there any plans to coordinate these courses?

7. Is the C.C. to serve as Marshall's liaison with the community for offering all off-campus or extension courses? Is C.C. credit the only type of credit available to local industries and agencies for off-campus courses? Do all funds for off-campus courses have to be channeled through the C.C.? Are M.U. departments and faculty still free to contract with local industries?

E. Define the relationship between the Medical School and Marshall University's other programs, departments, and faculty — particularly with regard to the faculty in the College of Science.

Each of the above areas is, of course, quite large; no simple answer is possible for many of the questions. They seem to be the ones most frequently asked, however, and are closely tied to the three major issues of accountability, communication, and governance within the organization. Clarification of even some of these answers by means of policy statements or faculty bulletins should reduce confusion and uncertainty, improve morale, and enlist greater faculty cooperation.

Bruce Ardinger

Pat Eisenman

Dan Rice

Art Akers

GROUP II

MARSHALL UNIVERSITY – HUNTINGTON ALLOYS, INC.

PROBLEM

IMPROVE INTERNAL COMMUNICATION AND EXPAND PARTICIPATION IN THE DECISION MAKING PROCESS.

I. How do we improve dissemination of information?

II. How do we utilize existing expertise within the organization?

III. How can we learn about problems in time to deal with them?

IV. How do we identify and deal with misinformation?

V. How do we encourage or solicit ideas and/or participation?

VI. How do we change "defensive" attitudes to "open" attitudes?

PROBLEM(S)	ACTIONS
I & II	1. Establish an inventory of personal skills, expertise, and interests.
	A. Establish Objectives. (e.g., provide a readily accessible source of input to administrative problems, provide a means of identifying common research interests, provide a readily accessible source of instructional talent.)
	B. Establish skill/expertise/interest categories and coding.
	C. Consider including segments of the population outside the organization (e.g., community members, alumni, etc.).
	D. Identify and collect personnel skills and expertise.
	E. Structure data for access.
	F. Disseminate information. (Consider interorganizational access and/or distribution.)

PROBLEM(S)	ACTIONS
	Barriers: (1) Create attitudes: – to provide information – to seek out individuals with appropriate skills/expertise – to utilize input from individuals (2) May be inconsistent with current perception of formal chain of command.
II & III.	2. Determine appropriate degree of decentralization of decision making. Assumptions: Decisions should be made at the lowest level where sufficient information and expertise exists. There is a difference among recommendations, decisions, and review of decisions. A. Establish department-level studies identifying those decisions which affect each department. B. Identify the appropriate level of involvement desired by each department in the decisions identified above. C. Review departmental desires at higher levels and jointly establish the degree of involvement for each decision (e.g., recommended, decide, review).
II, V, VI.	3. Design and implement a Management by Objectives (MBO) Program. A. Goals of Program. (1) Planning. The program should establish the short, and long-range plans of the organization by synthesizing objectives and action plans at the institutional and individual levels. (2) Evaluation. The program should provide for self-evaluation of the progress toward meeting individual and organization objectives.

PROBLEM(S)	ACTIONS
	(3) Climate. The program should enhance the organizational climate by encouraging open, vertical communication.
	B. Implementation.
	(1) Participation. All Employees.
	(2) Preparation. Implementation should be preceded by a complete understanding by all of the program and its underlying values.
	(3) Objectives. Short, intermediate, and long-range; personal and institutional; qualitatively or quantitatively measurable.
	(4) Evaluation. At least twice a year; personal, face-to-face; not tied directly to decisions of individual salary.
I & V.	4. Establish a Working-Paper Series.
	A. Objective. To encourage and recognize individual scholarly research and to encourage interdepartmental cooperation.
	B. Establish criteria for inclusion of work in series.
	C. Consider sub-series by College or Discipline.
	D. Design cover(s) and establish format.
	E. Establish procedures for dissemination of papers.
	F. Consider interorganizational distribution.
I - VI.	5. Identify needs for intraorganizational training and design programs to satisfy needs.
	A. Areas of Training.
	(1) Vocational Skills. (e.g., effective committee leadership, effective problem solving.)

PROBLEM(S) ACTIONS

(2) Interpersonal Skills. (e.g., effectively giving and receiving behavioral feedback.)

(3) Organizational Climate. (e.g., identifying and correcting misconceptions, prejudices, etc.)

B. Consider the use of external consultants where appropriate.

C. Consider the use of problem-solving groups similar to the Joint Ventures approach within the organization (include members from all levels).

Dick Herden

Jim Judd

Bill Denman

Bill Mankins

GROUP III

MARSHALL UNIVERSITY - HUNTINGTON ALLOYS, INC.

Third Major Area of Concern

Improve External Communication — (Tell our story) to:

Marshall University	Huntington Alloys, Inc.
a. Government	a. Government
b. Community	b. Community
c. Students, Alumni, Employees	c. Employees

Introduction - Rationale

1. Our charts on characteristics and concerns indicated a need for good communications and the importance of external influences on both organizations. Organizations are much like individuals in their needs to:

   a. be understood (note the defensive "stepchild" characteristic).

   b. be liked and respected.

   c. be more in control of (or participative in) their environment.

2. Subgroup a. — Government. The need here is obvious. MU is totally dependent upon the State for existence through finances. HAI has always been profoundly affected by tax measures of state and federal governments. Recently, governments have expanded their impact through safety and health, environmental, and equal opportunity legislation. MU, as an employer, shares in these areas.

3. Subgroup b. — Community. MU is vitally interwoven into this community, drawing large numbers of students from the region. MU is also really the largest single "industry" in the area. MU and the community need good relationships with each other for mutual benefit. HAI recruits most employees from the region and is very interested in being a good corporate citizen.

4. Subgroup c. — Employees, Students, Alumni. These may be surprising to be listed as "external," but in a very real sense such groups may not be fully integrated into the organization, and committed to its goals. Management must remain very sensitive and perceptive to these groups and the alienation that can occur.

(INDIVIDUAL COMMENTS AND SUGGESTIONS)

I. What is HAI's "story?"

A. Good place to work.

B. Good neighbor.

— Have films, people, etc., available to tell story to community.

— Maybe need to publicize this availability by person-to-person contact.

— By interaction with others outside of organization not only informs them, but heightens our own awareness (both of them and of ourselves).

II. How can HAI help promote Marshall's "story?"

A. Personnel Services pass along information on classes, etc., to people interested in particular areas.

B. HAI News — announce Marshall functions of interest to HAI employees.

C. Memberships to Artist Series, etc., partially sponsored by company.

Area Three of the major areas of concern centers on improving external communications on the part of both organizations. Committee discussion in this area developed the need to acknowledge the differences and/or similarities in university/business philosophies or points of view. It was pointed out that benefit would be gained from perceiving the motivating impulses of these organizations. This benefit would accrue not only to the organizations but to the general community as well. Indeed the basic requirement for the smooth interfacing of these groups depends on the need for understanding the basic philosophical perspectives, both actual and perceived, behind the operations of both institutions.

An early phase of the Joint Ventures project dealt with the delineation of stereotype and provide a starting point for discussion of Area Three. While put in somewhat negative terms, the standard cliche images emerged: the university representing impractical idealism and business representing very practical realism. I would term these definitions traditional or historical. But a very interesting idea emerged during subsequent discussion. The problems of the modern university and modern business seem to stem from societal demands that they begin to incorporate elements of one anothers identities. That is, it appears the university must become more practical and that business become more human.

I do not believe we in 1977 are at the beginning of such a change. Indeed, we are actually well down the road. Universities are involved in extensive vocational preparation, practical job oriented and profession oriented curricula as well as the traditional humanistic preparation. In addition, traditional business concepts of profit and loss are now being applied to the university. Conflict arises when these apparently disparate elements are not properly meshed into a necessarily new definition of university.

Business on the other hand, is being required to conciliate toward more concerns for human needs and values. Demands have brought about an awareness of the responsibility that business must have to individuals. A business can and does have an affect on the total life-style of its employees, not just on his pay check.

These changes in the traditional university and business profiles are not wholly undesirable. What is undesirable is the internal and at times external conflict within each institution as a result of the jockying for position of these more modern trends vis-a-vis the traditional profile. Perhaps some of this conflict can be eliminated by each institution sharing its better learned and more traditional skill as the other tries to develop it. The university could be helped by business techniques concerned with problem solving procedures, goal analysis, incentive programs, etc. Business could be helped by the concern for human values of the university.

Think-tank type activities such as the one conducted at Cedar Lakes would be helpful for Marshall as an internal mechanism. Conducted on a regular basis as an on-going activity, this technique could be used as a tool for work on many of Marshall's problems. The advantages of this type of activity are many. Not the least of which is the evidence of administrative concern for inter- and intra-faculty/administrative communications. Drawing upon all elements of Marshall's fabric (faculty, administration, community, students and alumnae), problem solving might be facilitated with such a break in environment for a concentrated and focused period of time. Such activities would best be directed by a skilled facilitator from the world of business. The objectivity of someone removed from the university would be important in channeling and directing such operations.

From all indications, Huntington Alloys already engages in such activities and perhaps could improve on present practices by extending the frames of references to include appropriate community people and perhaps retired employees where this seems desirable. This category is often overlooked as an area for valuable ideas.

Another method of improving external communications would be to establish an interchange of speakers and lecturers. This interchange should be not only between Marshall and Huntington Alloys but with elements of the community as well. Social and service organizations provide excellent

forums for "telling our story." Management skills, organization principles, efficiency techniques, etc., of the business world would be useful information to, for example, department heads within the university. Often a chairman of a department has been promoted within his discipline and has had no occasion to learn such principles or techniques. While it is true such information may be available on campus, the fact is it has never been utilized and perhaps would have more impact coming from an outside source.

On the other hand, the university could share its concern for the individual. Lectures, demonstration, clinics and workships in sports, fine arts and other areas would be helpful to individual employees in the area of personal enrichment. While it is true that structures already exist for such things, for example the community college, these opportunities exist only if the initiative is taken by the individual. Perhaps if greater effort were made to reach out and go to the people with the possibilities that exist on campus the impact of these and other opportunities might be greater. An extension of this principle could include bringing musical performances, dramatic scenes, art exhibitions or other presentations to business places for special occasion such as holiday seasons or special days designated by the organization. A frequent complaint at the university is the lack of performance opportunities and of small audience sizes. Perhaps this would then encourage more participation in on-campus events. In addition, it would give the student performers more occasions for additional experience in performing. There are obviously many mechanical and logistical problems involved with such a venture but none that seem insolvable.

Such on campus university activities as the Artist Series, theatre productions, concerts, visiting lecturers, etc., should receive active promotion on location in places of business. Liaisons with key business personnel should be established for promotion purposes just as contacts are made with media personnel. Perhaps the whole area of publicity and promotion at Marshall could benefit from some input from business techniques and practices. These on-campus activities should be included in benefit packages for employees. Blocks of tickets for performances could be purchased by business for distribution to employees.

In general, it appears that the most efficacious means of "telling our story" is to share our strengths and emphasize personal contact.

******

(1) Need for external communications on the real costs of compliance to federal/state regulations, such as OSHA and NIOSH. Other examples could be Social Security costs. HAI has traditionally maintained a low profite on its efforts in the area of meeting air and water treatment standards. However, by normal industrial standards, HAI has an excellent track record as a responsible, non-polluting citizen. Rough estimates of expenditures in this area since 1972 are around $8 million, with perhaps another $3 or 4 million in the next few years. HAI has a dust control system on its Electric Furnaces in 1965 — five years before a standard was set and it became industry practice.

(2) Need to promote community understanding of results of state laws (i.e., tax structure) and Board of Regents decisions.

West Virginia is demonstrably an expensive state to operate a business in, from a tax viewpoint. Many other states are more favorable. The Business and Occupation Tax is based on gross sales dollars so that a company making no profit may still be burdened with tax obligations. The tax structure has in fact discouraged new investment in business. The economic cycle of good business, more jobs, more prosperity must be demonstrated to our state citizens.

The impact of Board of Regents' decisions, especially funding, must be forcefully brought to the attention of everyone in our region. The comparisons of other schools with Marshall's level of funding is particularly interesting and important.

(3) Need to provide a means of communicating to elected officials. HAI has a very good program of distributing the names and mailing addresses to all our government representatives. In fact, addressed mailing envolopes are provided. Perhaps MU should consider such a program for the Board of Regents members or state legislators.

SUMMARY

It is readily apparent that a them of "Communications" runs through much of our discussions. We acknowledge that both organizations have made excellent efforts in this area and perhaps have unintentionally given the opposite impression — that there have been no efforts made. Recognizing some risk in being too simplistic, we recommend that these main points be kept in mind:

(a) formal communication such as press releases, house organs, etc., are good for general information dispersal, but have drawbacks in credibility and acceptance.

(b) Communication is a two-way process. "Telling our story" can become so preoccupying that we forget to listen. This applies as much to us individually as it does to the management in our respective organizations. Listening is a difficult skill to master.

(c) People must believe that there is an open channel – that someone will listen to their problems and comments. If they really have such a channel, I think it is both amusing and amazing how few will use it.

Mike Cerveris

Ruth Stout

Bob Mauk

Jim Joy

MARSHALL UNIVERSITY
DEPARTMENT OF MUSIC
HUNTINGTON, WEST VIRGINIA 25701

Nov.2,1977

Robert Hayes,President
Marshall University
Huntington, W. Va.

Dear Dr. Hayes,

While the excitement of the experience is still fresh, I hope you will permit me a few lines of gratitude for being included in the recent Joint Venture with Huntington Alloys.

It was truely an exciting and illuminating experience. There is no question that it was a valuable experiment and one that has proper place in a quality academic institution and community.

Both similarities and differences were exposed and the healthy thing was that genuine respect for one anothers values and points of view was generated. This was true no doubt in part because it evolved at the person to person level where one often discovers that commonality which antecedes particular talents and proclivities

I think the academic community can benefit a great deal by learning some of the techniques that business evolved for problem soving and other goals at the managerial level without sacrifice to what we feel is our "mission". I believe a start has been made in that direction. More importantly, a start has been made to knit together elements of society rather than to waste potential by simply establishing or reinforcing boundaries and perameters that settle for co-existance.

Thank you again for providing me with this experience.

Sincerely,
Michael Cerveris
Michael Cerveris
Dept. of Music

RECOMMENDATIONS FOR MARSHALL UNIVERSITY: SUMMARY REPORT

1977-78 JOINT VENTURES PROJECT

ASHLAND OIL, HUNTINGTON ALLOYS, AND MARSHALL UNIVERSITY

I. General Recommendations — 7 major areas

A. Clarify Marshall University's policies in such areas as the following:

1. The relative roles of teaching, research, and community service.
2. The relative emphasis on growth and the academic quality of the programs.
3. The role of Marshall as an arts and cultural center.
4. The role of the Community College and its relationship to Marshall's other programs and personnel.

B. Improve internal communications among faculty, administration, staff, and students.

C. Expand and improve professional/career development opportunities for faculty and staff.

D. Improve and expand participation by faculty, staff, and students in the decision-making process.

E. Improve recruitment and retention of qualified personnel, especially of faculty and students.

F. Expand and improve external communications between Marshall and the community, the BOR, and the legislature.

G. Expand Marshall's service function and external programs.

II. Specific Recommendations — Unranked, with no order of priority or feasibility (letters in parentheses refer to seven general recommendations above).

1. Establish a "talent inventory" of personnel skills and expertise especially of faculty and administrators but perhaps including community members, alumni, local industrial leaders, and staff. Perhaps divide the catalog into "internal" and "external" talent inventories for use by faculty and staff or industry. (B, F, G)

2. Decentralize decision making by allowing decisions to be made at the lowest level within the organization where sufficient information and expertise exist. (B, D)

3. Design and implement a Management by Objectives (MBO) program. (B, D)

4. Establish a "working-paper" series or a regularly published research bulletin with annotations on each project in order to encourage and recognize individual scholarly research and to encourage interdepartmental cooperation. (A, B, C, E) Consider distributing such a bulletin to local industries and agencies. (F)

5. Expand sabbatical leaves. (C, E)

6. Expand leaves of absence by reducing restrictions and by allowing fringe benefits to remain in effect during leave. (C, E)

7. Expand support for research not only in terms of grant funds but in terms of mailing, secretarial, computer, and graphic services. (A, C, E)

8. Expand financial support for faculty members who attend workships and professional meetings. (A, C, E)

9. Increase encouragement and assistance from the university in seeking research grants and other types of internal and external funding. (A, B, C, E)

10. Recognize the severe limitations time demands place on faculty members as they carry out professional responsibilities and pursue career development opportunities. When and where possible, teaching loads and other responsibilities should be reduced to allow faculty members to accomplish more than they are able to do under present circumstances. (C)

11. Improve personnel record keeping to obtain information pertinent to recruiting and retaining faculty. (E)

12. Sell the region more effectively to newcomers. (E, F)

13. Develop or encourage lobying pressures. (E, F)

14. Increase recognition of personnel accomplishments. Line administrators and departmental chairpersons should consider attending personnel management workshops. (A, B, C, D, E)

15. Increase recruiting efforts for academically superior students. (A, E, F)

16. Develop and expand student and faculty internships with industry. (A, C, F, G)

17. Develop and expand "in-house" credit-granting extension courses and degree programs with local industries at both the undergraduate and graduate levels provided that the faculty receive extra compensation for such activities and provided that the academic quality of such programs can be guaranteed to be at least equal to programs offered on campus. (A, F, G)

18. Increase the availability to the community and to industry of appropriate credit and non-credit seminars and mini-courses (with the same provisions as in 17). (A, F, G)

19. Develop additional opportunities for "visiting lecturers" from local industry to visit the classrooms. (F, G)

20. Explore the opportunities for cooperative research between Marshall and industry. (A, C, F, G)

21. Establish a procedure for periodic "think-tank" type activities (similar to the Joint Ventures' exercises) within the university and/or with members of the university, community, legislature, and industry in order to disseminate ideas, improve the decision-making process, and increase lobbying efforts with the legislature. (A, B, D, F)

22. Establish a standing liaison committee consisting of fine arts faculty, students, and representatives from the community and industry to gather information on what types of cultural activities are needed or desired by residents of the Tri-State Region and to encourage participation in the arts. (A, B, D, E, F, G)

23. Develop a "water, soil, and air quality institute" for the region utilizing Marshall faculty and appropriate experts from local industry. (A, F, G)

24. Compensate faculty by granting released time from other duties for in-house research conducted by the faculty of university problems. (C, D, E)

25. Encourage select representatives from local industry to make use of the university library by means of visiting scholars cards. (F, G)

26. Encourage local industries to offer Marshall Artists Series memberships as a fringe benefit to their employees in addition to or in lieu of YMCA memberships, Huntington Gallery memberships, country club memberships, etc. (A, F, G)

27. Distribute comprehensive monthly calendars of Marshall University cultural events to major Huntington businesses for posting or for distribution to their employees. (A, F, G)

28. Publicize the availability and the variety of Marshall's facilities and programs to Marshall faculty and staff and to the community. (A, B, C, E, F)

29. Establish a program of short presentations in drama, music, art, and literature to be taken to area businesses for special occasions or to encourage area business employees to participate in such activities. Such a program could also present short previews of coming events. (A, F, G)

30. Develop a traveling music, drama, or dance group with a special expertise. It could take, for example, an Appalachian or another cultural focus which would help to identify Marshall University nationally and yet establish a reputation as an excellent regional university. (A, E, F)

31. Develop a clearer, more consistent system of evaluation, reward, and accountability so that faculty, staff, and administration know what is expected of them and how well they are doing. (A, B, D, E)

32. Improve use of existing faculty and staff expertise. (B, C, D, E)

IMPLEMENTATION OF RECOMMENDATIONS

"Spirit of Cedar Lakes"

One significant outcome of the retreat experiences is continuing personal contacts, greatly increasing communication between the University and the corporations. Individuals from both places of employment are now getting together on their own initiative for various reasons, such as working on a community project. Academicians are aiding industrialists in gaining more technical expertise, and industrialists are aiding academicians in seeking human and financial resources to support University activities (ex. cultural).

The Joint Ventures concept has become "The Spirit of Cedar Lakes" — a term coined by a faculty participant. This "Spirit," sustained through interpersonal contacts of all participants, has endured beyond expectation.

Evolution of "The Spirit"

After the Huntington Alloys/Marshall University formal presentations were made to the presidents (12/13/77), faculty members met with Marshall University central administrative staff to again present their findings (1/30/78). Later that same week (2/3/78) the Ashland Oil/Marshall University group formally presented their findings to the chief executives and other top administrators of both institutions. Both formal presentations took place at corporation-sponsored luncheons.

Dr. Hayes then directed Dr. Noel J. Richards, Vice President for Academic Affairs, to pursue the next steps of this project with all participating faculty. On February 22, 1978, Dr. Richards called the deans together to hear a brief presentation by faculty. All agreed upon the need for means to implement the findings. At this time a subcommittee of six faculty (of the 12) was formed, who continued meeting with Dr. Richards and the deans.

The subcommittee combined themes of the two groups in one joint summary (see page 35). This document revealed these general recommendations for Marshall University:

- To become an arts and cultural center for the region
- To strive for greater research and service orientation
- To expand and improve:
  - internal communication
  - professional/career development opportunities

participation in decision-making

recruitment and retention of qualified personnel

external communications

external programs

Some specific recommendations were:

- To establish a "talent inventory"
- To increase support for research
- To sell the region more effectively to newcomers
- To develop and expand student and faculty internships with industry
- To expand extension courses and degree programs with local industry and community
- To provide for more "visiting lecturers" from local industries
- To encourage cooperative research between Marshall University and industries
- To encourage more "think tank" activities to disseminate ideas, improve decision-making process, and increase lobbying efforts with legislature
- To establish liaison of Marshall University, community, and industry to encourage participation in the arts
- To improve use of existing university expertise

While the Joint Venturers were stressing regional involvement among Marshall University, industry, business and the community, this same emphasis was developing in a separate but parallel effort within the University administration. A proposal for a Center of Regional Progress (see page 43) was written, and funding sources were being sought for it.

The proposed Center's aim is to enhance and draw from University resources in order to meet regional needs. It will be established as a separate unit of Marshall University with the director answering to the President. The Center will have five major divisions — Business and Industry, Community Agencies and Government, Education, Culture, and Health, as well as a section for information referral services. These five areas

are essential to development in our region. The Center will assist organizations involved in these areas, without infringing upon or duplicating their efforts. The emphasis will be on service,[2] with Marshall University as the focal point in coordination of activities.

As Dr. Richards recognized similarities between the proposed Center's goals and those suggested by the Joint Ventures' findings, he joined these two efforts by involving the Joint Ventures Subcommittee in the planning of the Center. These six faculty members evolved into a standing advisory committee, and are a resource to be tapped at anytime with the Center for Regional Progress as the immediate priority. On May 9, 1978, Dr. Richards called together the Joint Ventures Subcommittee and corporation representatives from the Joint Ventures groups to discuss initial planning and funding efforts for the Center. Many positive ideas were expressed.

Center for Regional Progress — Current Status

Since many barriers hindering regional cooperation and participation have been eliminated in recent years, the proposed Center will be an excellent vehicle for industry and business to call upon Marshall University and for Marshall University to seek aid of the business and corporate world. Involvement of business and industry with the University is essential in planning, developing and operating the Center. Representatives from the corporations strongly encourage the proposed Center's concept and urge the University to include them in all phases of the Center's development. They see many opportunities for their own and other industries and the region, such as:

- Help industries and small businesses (established ones and those considering this area) cut through bureaucratic red tape.
- Organize a single, consistent approach to advertise the advantages (ex. cultural) of the region's separate communities.
- Promote local recognition of industrial "authorities" through teaching at Marshall University, presenting "papers" to local/regional associations, etc.
- Help in personnel development.

---

[2]Four types of service: information and referral service, applied research and technical assistance, continuing education, and internships and graduate assistantships.

Partial funding in two of the Center's five divisions has already been approved:

Business and Industry

Marshall University received a $300,000 contribution from private sources. Plans are to endow the funds for the College of Business, the interest of which is to be used for research projects directed toward economic development of our region.

Culture[3]

A grant of $90,000 ($30,000 a year for three years) will fund initial stages of a new division, Institute for the Arts, to promote, coordinate, and develop ideas and programs in the region with Marshall University as a resource and focus. (See page 50 for a prospectus of the Institute.)

The Center for Regional Progress requires initial outside funding for a five-year development period. Federal funding through the Economic Development Administration of the U. S. Department of Commerce, as well as through other funding sources from federal, state and local government, and private sources, is now being sought to further expand the Center's development.

Administrative structure of the Center, including the Information and Referral Services, will be established at a later time.

---

[3] Dr. Michael Cerveris, Professor of Music, and a member of the Huntington Alloys/Marshall University Joint Venture, will be Director of this new division.

DRAFT

PROPOSED

CENTER FOR REGIONAL PROGRESS

Since the "Decade of Progress" theme was announced at Marshall University in 1974, vast improvements have taken place on our campus. Over $40 million has been committed to much needed building projects while the University has seen the addition of a Community College as well as a new School of Medicine. Existing programs are continuously being strengthened and improved to meet the increasing need for quality post-secondary education.

As we proceed into the second half of the "Decade of Progress," the greatest challenge lies ahead. Now that the University's Development Program is well on its way, we look toward the community and realize that to fully serve the educational needs of the region, we must become a more integral part of the community dealing with its problems and assisting in its development.

Ours is an educational function but that does not limit us to the typical classroom setting. Our capabilities extend far beyond the classroom into such areas as:

1. APPLIED RESEARCH into community problems using the expertise of the departmental specialists in the University.

2. On-campus and off-campus CONTINUING EDUCATION using classes, seminars, workshops, etc., for professionals seeking to enhance their skills and knowledge.

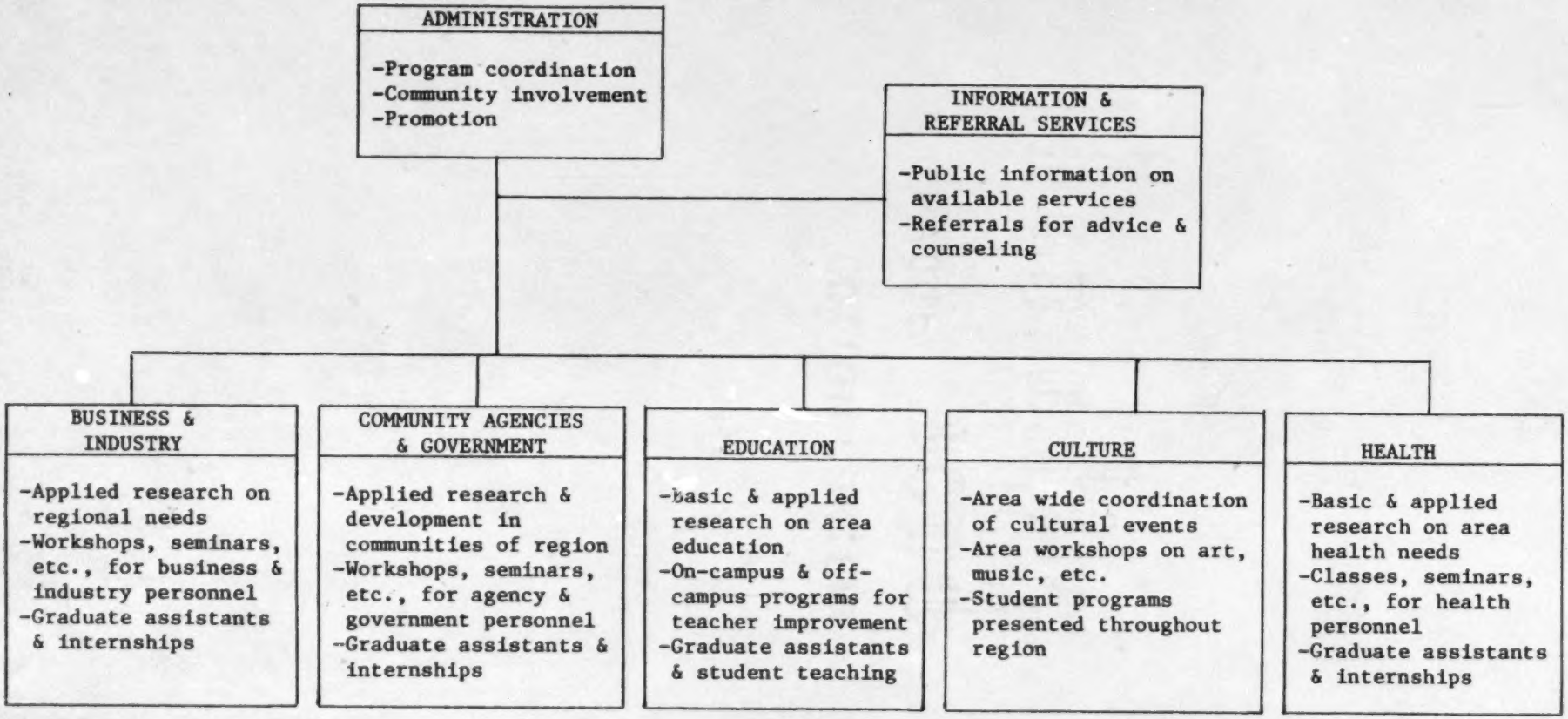
3. INFORMATION AND REFERRAL SERVICES for the public regarding the many resources available in the community.

4. Student involvement and experience in various professions through GRADUATE ASSISTANTSHIPS AND INTERNSHIP programs.

To help meet the educational needs of the region, we propose the establishment of a CENTER FOR REGIONAL PROGRESS at Marshall University. As the attached organizational chart (page 44) indicates, the CENTER will consist of five major divisions along with a section for information and referral services. The divisions — Business and Industry, Community Agencies and Government, Education, Culture, and Health represent five of the main essentials for a well developed community. Our objective is to assist organizations presently working in these areas, assist them as expertly as possible, while not infringing upon or duplicating their efforts.

It should be noted that the CENTER FOR REGIONAL PROGRESS is not a radical change for the University but rather the next logical step in the progression of the institution. Marshall University for many years has addressed the educational needs of the typical college-age student through

CENTER FOR REGIONAL PROGRESS


ADMINISTRATION
-Program coordination
-Community involvement
-Promotion
INFORMATION & REFERRAL SERVICES
-Public information on available services
-Referrals for advice & counseling
BUSINESS & INDUSTRY
-Applied research on regional needs
-Workshops, seminars, etc., for business & industry personnel
-Graduate assistants & internships
COMMUNITY AGENCIES & GOVERNMENT
-Applied research & development in communities of region
-Workshops, seminars, etc., for agency & government personnel
-Graduate assistants & internships
EDUCATION
-Basic & applied research on area education
-On-campus & off-campus programs for teacher improvement
-Graduate assistants & student teaching
CULTURE
-Area wide coordination of cultural events
-Area workshops on art, music, etc.
-Student programs presented throughout region
HEALTH
-Basic & applied research on area health needs
-Classes, seminars, etc., for health personnel
-Graduate assistants & internships

its traditional academic programs, first as a Teachers College and then expanding into a University. Recently, Marshall began reaching a larger segment of the population through the Community College and its programs in technical, adult, and continuing education. The CENTER will expand Marshall's educational service even further by taking the University into the community to meet other needs of a developing region.

It should also be noted that this is the next logical step for the community and its progress. There is an urgent need in the region for developmental assistance and coordination, and Marshall University has the qualifications and resources to provide the service.

Business and Industry

The economic future of West Virginia and the region looks bright due to the increased growth of our energy related industries. However, to ensure long-term economic growth and development, other businesses and industries in our region must grow and prosper and new industries must be encouraged into our area. For sound economic growth, local business and industry need:

- professionals that are kept up to date on current trends in management, personnel, finance, etc.
- a resource for technical assistance and advice on various problems such as labor relations, marketing techniques, budget planning, etc.
- recruitment of new professionals (college graduates) with practical experience and a positive commitment to the region.
- local and regional economic projections as planning tools for future expansion.
- financial, management, marketing, and accounting advice and counseling especially for the small business or the person considering starting a business.

In the region, business and industry leaders, through the various Chambers of Commerce, acknowledge these needs; however, in many cases they do not have the facilities or trained personnel available to study and effectively address those needs. A CENTER FOR REGIONAL PROGRESS would have the professional expertise to:

- provide on-campus and off-campus workshops, seminars, conferences, lectures, and other graduate-level programs oriented toward the professionals currently involved in business and industry.

- research the business needs of the region, analyze, and evaluate its particular problems and potentials.

- locate and bring in national consultants to recommend and evaluate plans for proper growth and development.

- provide general counseling and information to the public on the various aspects of business and industry.

- assist in the coordination, planning, evaluation, and promotion of business development in communities of the region.

- involve students in research projects and intern programs to give them practical experience to supplement their academic study. This may be a key in turning quality students into permanent productive residents.

Community Agencies and Government

The establishment of the KYOVA Planning Commission in 1968 demonstrated the need for a regional approach in planning community services. The CENTER FOR REGIONAL PROGRESS will work closely with the KYOVA Planning Commission on its various regional studies drawing from the many professional resources within the University to offer assistance. Local community agencies and governmental units will also be encouraged to draw upon the expertise of University professionals in such technical areas as housing, zoning, recreation, transportation, criminology, traffic safety, counseling and rehabilitation, personnel administration, finance, etc.

Again, on-campus and off-campus classes, workshops, seminars, lectures, etc., will be provided so that agency professionals can be made aware of new techniques in their field.

Education

In recent years, the Federal Government has placed heavy emphasis on the improvement of quality in education. Nowhere is this need greater than in this area where the primary and secondary schools are ranked near the bottom nationally in terms of dollars/student. Marshall University, with its long history in teacher training, has recognized this need and is placing heavier emphasis in developing projects and programs to assist teachers to be more effective in the classroom. The CENTER will provide the mechanism for the professionals to assist local education agencies in the improvement of their services. Examples include:

- research and development on basic skills improvement and the application of the results in our local educational systems.

- assistance in the development of Teacher Centers where teachers can meet, discuss their mutual problems, and gain access to the materials and equipment necessary for improved quality of instruction.

- on campus and off-campus programs, seminars, etc., to teach instructors of Adult Basic Education, Vocational Education, etc., new and more effective techniques of reaching their particular type of student.

- more effective on-campus and off-campus classes and programs for extended training of primary and secondary instructors.

The results will be beneficial to the school systems, Marshall University, the community, and especially the student. The student will emerge better prepared for the future whether it be for employment, technical training, or college study. By bringing the "classroom" to the teacher, better quality instruction can be achieved.

Culture

Marshall University, within its limited resources, has attempted to provide its students and its area with a variety of quality cultural activities. Although this endeavor is extremely expensive, the University has an obligation to expose the maximum number of individuals to the various forms of art and culture. Exposure to music, drama, dance, visual arts, etc., affords individuals the opportunity to gain an appreciation for those things which enhance their lives.

With the realization that other local cultural agencies were working toward basically the same goal, meetings were initiated with representatives of these agencies to discuss the possibility of a joint Tri-State effort. The CENTER offers the opportunity for Marshall University to take a leading role in the development, coordination, and promotion of cultural activities for the entire region. Through cooperative efforts, we should be able to obtain local, state, and federal funds to bring additional groups and events of national prominence to our area.

The Federal Government, through the National Endowment for The Arts, is trying to change the old concept that the quality cultural activities are limited only to the large cities. We must do our part on the local level to attract these events into our community.

Health

The establishment of the Marshall University School of Medicine was a long and extremely complicated endeavor requiring large financial commitments from public and private sources. But on January 3, 1978, classes began for the first 24 students of the School of Medicine. None of this would have materialized if there had not been an urgent need for additional medical facilities and personnel in our region and the state.

In its short history, the School of Medicine has already felt the need for expansion of its services far beyond their primary goal of training students for careers in family practice medicine. Basic research is a necessity to enable faculty members to develop and expand their knowledge in a rapidly changing field. But also being felt is the need for applied research and development projects to address the health care and health education needs of the area. The Family Care Outpatient Clinic is a potential resource for expanded health care and health education services to the area.

The CENTER FOR REGIONAL PROGRESS provides the mechanism to continue expansion of health care services to the entire region.

Currently, programs are developing within the University that address community health care problems such as:

- the joint program with the School of Medicine and the Community College to provide training and advanced training for emergency medical services (EMS) personnel.

- the Department of Health, Recreation, and Physical Education working with the Department of Pediatrics in the School of Medicine to develop a program related to health problems with local school children.

The number and types of potential health related projects and programs are practically unlimited because the CENTER will draw from the expertise of not only the Medical School personnel but also from other areas of the University as well:

- professionals from the School of Business can work with professionals in the Medical School to develop programs for improved management and financing of health facilities such as clinics, hospitals, doctor's offices, etc.

- joint counseling projects with the Department of Psychology, the Department of Counseling and Rehabilitation, and the Department of Psychiatry could be developed and offered to the public through the FCOC.

The CENTER FOR REGIONAL PROGRESS is to be the bridge between the University and the community, enhancing and drawing from the resources of the University to meet the needs of the community. The CENTER will be established as a separate unit of Marshall University with the director answering directly to the President. Although "seed money" will be required over a three-year period to enable the CENTER to become operational, it is anticipated that future operating costs for the CENTER will come primarily from contracts and grants from the private sector with additional support from federal and state grants when available.

During the development period, information will be gathered in several areas:

1. An inventory of the University's resources, primarily faculty skills, expertise, experience, qualifications, and availability for assistance.

2. An inventory of the community's resources, i.e., the agencies and organizations currently providing service and the types and levels of service provided.

3. An inventory of the priority needs of the community.

4. An inventory of potential funding sources for both "seed money" and operational support.

From this data base, the short-term and long-term objectives for the CENTER will be developed and the organizational structure refined.

The CENTER FOR REGIONAL PROGRESS will provide accelerated progress for the region as well as for Marshall University and its students. The use of students throughout the CENTER will be an important theme. Graduate assistants will be involved in community projects, research projects, and/or used in the classroom to release professors for work with the community. It is hoped and anticipated that students, through their community involvement, will receive a more complete education, find productive rewarding career opportunities within our area and develop a sense of community pride and spirit to continue our progress into the future.

DRAFT

A PROSPECTUS FOR THE MARSHALL UNIVERSITY

INSTITUTE FOR THE ARTS

(for thought stimulation only)

I. Definition

It is proposed that Marshall University establish an office to promote, coordinate and develop the fine and performing arts for what is generally referred to as the Tri-State region. This office would be developed and supported by private funds and governmental grants and thus demonstrate a melding of University and community interests in furthering the causes, values and mission of the arts in our society.

By establishing this office, Marshall University publicly demonstrates its commitment to the tenet that the arts have equal stature with all those endeavors of a concerned society designed to improve the human condition.

II. Philosophy

The guiding force and motivating influence on any specific action plans of this office will be a search for and commitment to quality. Bearing in mind the fabric of the local arts scene (there are a large number of arts groups in the area), the Institute will attempt to keep a low key profile while at the same time making available to the local arts scene resources heretofore unavailable or unsolicited. It is proposed that Marshall University evolve as the focal point for growth and development of the arts in the region by making available and accessible resources already at hand on the campus and acquiring these resources for which there is a need.

III. Aims

By developing a funnelling function on the part of the University, whereby needs are matched with resources and the pulse of the arts in the region is used to identify these needs, the following aims will emerge:

Coordination — Specific actions that will tend to knit the many already existing arts organizations into a fairly definable cultural fabric.

Promotion — Engage in audience development projects that will create a sense of pride, interest and personal responsibility towards the arts on the part of the citizens of the Tri-State.

Development — To encourage new ideas, ventures and experiments that will put the arts of the Tri-State region into the mainstream of the arts at the national level.

IV. Specific Goals

(Using the aims of the Institute as broad parameters of activity, what follows are some specific suggestions as to possible projects. These are by no means inclusive or definitive but merely serve as indicators of modes of thinking with the hope that they will stimulate the articulation of other specific suggestions.)

Coordination:

1. Establish a Tri-State Arts Newsletter to be distributed to all arts organizations in the area. This will let each one know what the other is doing, thus avoiding duplication and helping to refine established roles. It could also be a source of valuable information to these organizations - e.g., available grants, arts and humanities plans, and dissemination of important information.

2. Publish a regular Calendar of Events to be widely distributed in the area, thus helping with promotion but also helping to avoid excessive competition for dates and audiences.

3. To establish a Qualitative Inventory of all showing and performing facilities in the area providing as much specific information as possible to assist organizations in planning events.

4. Establish a Publicity Network of all types of media outlets and contacts, locations and agencies whereby the Institute could provide instant blanket coverage for events by means of ready-made circuit.

5. Establish a Consultant Bureau whereby expertise available on Marshall's campus in the departments of music, drama, art and dance is made available to organizations in need of specific assistance, i.e., help on designing a set, writing press releases or lending equipment.

6. Establish Outreach Programs whereby mini-concerts, art exhibitions, dramatic readings, mini demonstrations, etc., would take place within the fabric of the daily life of individuals in the region, e.g., places of business (Ashland Oil, Huntington Alloys, Armco Steel), downtown plazas, shopping centers, student centers, parks.

7. Encourage established events such as Artists Series, Forum Series, Musical Arts Guild, Marshall productions, to consider multiple and cooperative bookings with other areas such as Ashland Performing Arts Center, or the Wayne County Arts Council, etc.

Promotion:

1. Assist in bringing in Clinicians to act as resource people for organizations either on a residency basis or for specific projects thus raising the general quality level by example and demonstration.

2. Encourage the local newspaper to engage a professionally trained arts critic who will keep high established standards before the public. An alternative to this would be to have the use of interns from graduate schools of journalism that specialize in art criticism, also encourage an arts supplement that will keep the area abreast of national trends and events in the arts.

3. Maintain an on-going search for grant and support monies, also special project grants such as Affiliate Artists, etc.

4. Establish a better liaison with the business community at large not only from a support profile, but also to encourage business to consider the entire life-style of its constitutients not merely the paychecks, i.e., encourage businesses to buy blocks of tickets for events for distribution to workers to encourage businesses to include partial payment of Artists Series as fringe benefit.

5. Undertake campaigns to "merchandise" the arts, e.g., signs, commercials, retail items, etc.

Development:

1. Encourage public school legislation for the arts (e.g., work for Cabell County for inclusion in a Pilot program sponsored by the State Art Supervisor, whereby children spend 1/5 of this time in an integrated arts program).

2. Create a summer arts festival with perhaps a summer stock company in the park or special program for young people or a major symphony (Pittsburgh, Cincinnati) residency for performers a la Tanglewood Festival, Ravinia Festival.

3. Work to create a new physical facility — the Huntington Center for the Performing Arts comparable to quality facilities in many mid-sized American cities, which include ideal theatre, concert, and gallery space.

4. Work to create quality professional companies comparable to the North Carolina Symphony or the Atlanta Dance Theatre, e.g., the West Virginia Symphony and the West Virginia Dance Theatre.

5. Work to create a professional arts school for gifted young people such as the High School for Performing Arts in New York or the Governor's School for the Gifted in Winston-Salem or the soon to be completed School of the Arts in Louisville, Kentucky.

V. Structure

The Marshall University Institute for the Arts will have a Director responsible directly to the President of the University. In his office will be a secretary and two full-time graduate assistants. The auxiliary arm of the Director will be an Advisory Board composed of persons with a broad knowledge of and commitment to the arts. A professional public relations expert will be available on a consultative, ad hoc basis. The rest of the body of the Institute will be individuals from the ranks of civic leaders and concerned persons who will have interests in guiding or working with specific projects.
(See Chart on page 54.)

STRUCTURE

of the

MARSHALL UNIVERSITY

INSTITUTE FOR THE ARTS